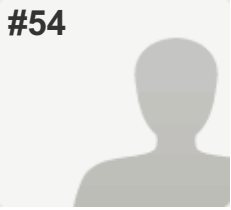


#54

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Thursday, June 23, 2016 2:14:36 PM**Last Modified:** Thursday, June 23, 2016 2:49:03 PM**Time Spent:** 00:34:26**IP Address:** 173.23.46.67

## PAGE 2

|  |                                |
|--|--------------------------------|
| <b>Q1: Name of School District:</b>      | Ames Community School District |
| <b>Q2: Name of Superintendent</b>        | Dr. Tim Taylor                 |
| <b>Q3: Person Completing this Report</b> | Lisa Clayberg                  |

## PAGE 3

**Q4: 1a. Local TLC Goal**

Increase the 5-year retention rate of Ames beginning teachers who have successfully completed their first two years in the District.

**Q5: 1b. To what extent has this goal been met?**

(no label)

Fully Met

**Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

We have successfully increased the 5-year retention rate of Ames beginning teachers who have completed their first two years in the District. Our total retention rate over the last 5 years is 72.83% This is up from the total of 65.8% last year.

The following are the retention rates of Ames beginning teachers who have successfully completed their first two years in the District over the past 5 years:

2011-2012 retained 7 out of 11 63.64%  
2012-2013 retained 19 out of 32 59.38%  
2013-2014 retained 17 out of 21 80.95%  
2014-2015 retained 7 out of 10 70.00%  
2015-2016 retained 17 out of 18 94.44%  
Total of 5 Years retained 67 out of 92 72.83%

In addition, we gather data around the reasons that teachers leave the Ames Community School District. Over the past five years, the greatest number of teachers who have left are for life interruptions such as marriage, spouse's new job, and staying home with children.

We have begun asking all teachers who leave Ames to provide feedback on the factors that contributed to their decision to leave, the supports they received that helped them with their job while they were employed with us, and what additional supports they wished they would have received. These data will help us build supports into the Mentoring and Induction program to support all teachers and their needs.

As we evaluate the success of our Mentoring and Induction program this year, consider the following:

1. A new TOSA position was added to coordinate the Mentoring and Induction Program. This enabled beginning teachers to receive more effective and timely responses to their day-to-day needs.
2. Our mentors served an average of 4 mentees in addition to remaining 100% of the time in the classroom. It was very difficult to secure time for regular, meaningful conversations. Moving forward, we will limit the number of new teachers that a mentor will work with to two.
3. This year we provided 4 professional development days for all beginning teachers and teachers who were new to Ames. This was an increase of 2 days from what we previously required for beginning teachers. These additional days provided needed time to build relationships with mentors and gain specific content area assistance.
4. All of our mentors were trained in Cognitive Coaching I. This was found to be very successful for guiding mentoring conversations. We will require Cognitive Coaching II for all mentors in the Year 2. Some comments about Cognitive Coaching from our Mentors:  
CC helped guide our conversations. I became much more of an active listener. I didn't try to solve problems, but led mentees to solutions they already knew.  
It forced me to recognize the difference between evaluator, coach, and consultant. That recognition focused my goals and shaped my vocabulary.  
CC helped bridge that gap between content areas and it allowed mentees to create their own solutions.  
It provided me with a framework for our conversations and guidance for how to best meet my mentees' needs.

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**Q7: 2a. Local TLC Goal**

Increase the percentage of teachers who routinely and effectively work with an instructional coach or other teacher leaders.

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**Q8: 2b. To what extent has this goal been met?**

(no label)

Fully Met

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**Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

There were a variety of options for teachers to work with Teacher Leaders during the 2015-2016 school year: engaging in professional development led by Teachers on Special Assignment (TOSAs), working in PLCs or individually with Instructional Coaches (ICs), observing Model Teachers, and having new teachers to the profession or our District receive mentoring along with engaging in reciprocal observations with Mentor Teachers.

TOSAs provided learning opportunities for a variety of groups of our PK-12 staff during the 2015-2016 year on the following topics: Essential Standards, early literacy, leadership, mentoring, the Gradual Release of Responsibility, PLCs, Next Generation Science Standards and Conceptual, Representational and Abstract thinking in math.

ICs recorded 2,755 individual interactions with teachers and 893 interactions with PLCs throughout the 2015-2016 year. 85% of the overall teaching staff were engaged in at least one individual interaction with an IC. Within these interactions, content was divided as follows:

43.3% Instructional Methods

17.4% Data Analysis

13.5% Standards and Outcomes

13.1% Assessment

12.7% Classroom Management

Reflecting on the IC interactions, goals for next year will be to increase the percentage of teachers working individually with ICs as well as determine the regularity in which individual teachers work with an IC within a coaching cycle of planning, modeling/observing and reflecting.

Thirty percent of the teaching staff took the opportunity to make one or more visits to a Model Teachers' classroom during the 2015-2016 year. There were 195 total Model Teacher visits that occurred. The primary purpose for these visits centered around:

42 Gradual Release of Responsibility

31 Differentiated Instruction for math and literacy

14 Classroom Management

12 Project Based Learning

Other areas of focus received visits in the single digits.

Reflecting on the data from Model Teacher visits, a goal for the 2016-2017 year will focus on increasing the percentage of teaching staff who take the opportunity to visit Model Teacher classrooms.

Over 60 observations were completed this year by beginning teachers and teachers new to Ames with either their Mentor Teacher or a Model Teacher. The new teachers identified a goal area to observe and were accompanied on each visit by a Mentor or Instructional Coach. The most common practices observed included:

Classroom Management

Gradual Release of Responsibility

Think Alouds

Differentiation

Responsive Classroom

Explicit Instruction.

Of the 17 observations focused on Classroom Management, 14 of them were by first and second year teachers. This reiterates the need for us to support beginning teachers in developing strategies for classroom management.

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**Q10: 3a. Local TLC Goal**

Increase the number of teachers in meaningful teacher leadership and collaboration roles.

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**Q11: 3b. To what extent has this goal been met?**

(no label)

Fully Met

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**Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Teacher Leaders have been a part of the Ames culture for decades, beginning with Teachers on Special Assignment in the Curriculum Office and Mentors within buildings for teachers new to the profession. Four years ago, the District expanded Teacher Leadership to include Instructional Coaches, who were full-time released from the classroom. Selection for the TOSAs and ICs has always been done through a rigorous hiring process, while the Mentors were selected each year by building principals with a typical match to the grade level and/or content area based on current need based on hiring of new teachers. Prior to the TLC grant, we had 40 teachers who served in three different leadership roles:

2 Teachers on Special Assignment  
11 Instructional Coaches  
27 Mentor teachers

With the first year of the TLC grant in place in 2015-2016, we added two new leadership positions for teachers: Model Teachers as well as Site-Based Council. Sixty-three individuals applied for leadership positions, with all but 8 of those individuals being offered positions. This brought our total to 55 Teacher Leaders in 5 different positions:

5 Teachers on Special Assignment  
15 Instructional Coaches  
10 Mentor Teachers  
21 Model Teachers  
4 Site-Based Council Members

In our good faith effort to reach 25% of eligible teachers in leadership positions, this put our District at 21% of teachers in leadership positions for the first year of implementation of the TLC grant.

This year, the Teacher Leadership program focused on creating "One Voice" in order to have a consistent message about the purpose of teacher leadership as well as how each teacher leaders collaborate with others to benefit student achievement. Teacher Leaders took a mid-year survey asking how confident they felt being able to represent our "One Voice" on a four-point Likert Scale. Only 5% of Teacher Leaders reported they were unsure about the purpose of teacher leadership and how each of the roles could impact student achievement, while the other 95% reported feeling confident with this information.

At the end of our first year, only four teachers resigned from their leadership positions, all due to personal reasons. We believe this reflects the confidence in Teacher Leadership. In addition, 17 teachers applied for leadership positions for 2016-17, with all but one being hired. This brings the total number of Teacher Leaders for the 2016-2017 school year to 67, putting us at 25% of eligible teachers in leadership positions.

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**Q13: 4a. Local TLC Goal**

Increase implementation of District-supported research-based instructional practices that have shown effectiveness in impacting and/or increasing student learning and achievement.

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**Q14: 4b. To what extent has this goal been met?**

(no label)

Fully Met

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**Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

The results of the Spring 2016 Iowa Assessments are:

Elem Reading +2.34% pts  
 MS Reading -2.33% pts  
 HS Reading +3.60% pts  
 Elem Math +3.03% pts  
 MS Math +.49% pts  
 HS Math +2.37% pts

Our data show improvements in Iowa Assessment reading and math, with the exception of a dip in middle school reading. We attribute this to our primary focus in the 2015-2016 year of having PLCs develop Essential Standards based on the Common Core to guide instruction, create Common Formative Assessments (CFAs), and respond to the data of the CFAs using Multi-Tiered Systems of Support (MTSS) to meet the needs of all students. Instructional Coaches have been deeply involved in the PLC work across the District, helping to create a solid focus around quality instruction and response to data. From this PLC work, IC have been able to carry the job embedded professional development focus into the classroom with many teachers. Additionally, Model and Mentor Teachers have had an active role in implementing quality instructional practices that are research based and supported by the District.

To address the middle school reading dip, we will be providing professional development for middle and high school literacy teachers in 2016-2017 that focuses on quality instruction with particular focus on struggling readers. Instructional Coaches integral in supporting teachers as they implement in the classroom.

Additionally, professional development around the Gradual Release of Responsibility will be provided in the 2016-2017 school year to Teacher Leaders as an instructional framework that has shown positive learning results for students.

**PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.**

**Q16: 5a. Local TLC Goal**

*Respondent skipped this question*

**Q17: 5b. To what extent has this goal been met?**

*Respondent skipped this question*

**Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

*Respondent skipped this question*

**Q19: 6a. Local TLC Goal**

*Respondent skipped this question*

**Q20: 6b. To what extent has this goal been met?**

*Respondent skipped this question*

**Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

*Respondent skipped this question*

**PAGE 5**

**Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

With the belief that good teaching is good teaching, during our inaugural year of the TLC grant, Mentor teachers served more than one beginning teacher, as well as new teachers to the District, and were not necessarily connected by the same content area or grade level. The average number of Mentees that a Mentor teacher served in the 2015-2016 school year was 4. Feedback from the Mentor teachers indicated that the number of Mentees was too high to have quality time each week to meet the individual needs of the new teachers. As a result of this feedback, Mentors will have no more than two Mentees, and we will strive not to place two beginning teachers with the same Mentor.

We will also adjust the number of extra days that Mentors are required to fulfill. With input from the Mentors as well as the Mentor and Induction Coordinator, 10 days required in Year 1 was too many to fill purposefully and intentionally, so we will adjust this to 7 days effective in 2016-17.

One final refinement to our teacher leadership program is that all Mentor Teachers will also serve as Model Teachers. Knowing that our Mentor Teachers were hired because of their strong instructional capabilities as well as relationship skills, it only made sense that teachers across the District have the opportunity to observe quality instructional practices in Mentor Teachers' classrooms as well as Model Teachers.

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**Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

In the words of Steve Barkley, "teaching is a team sport and a public act". TLC has allowed our District to move forward with this belief by providing us the opportunity to have more transparency in our teaching. This includes having Teacher Leaders in each other's classrooms, all teaching staff having the opportunity to visit Model Teacher classrooms, Instructional Coaches providing job-embedded professional development, systemic learning for all PK-12 Teacher Leaders, and continued support for the work being done by PLCs by looking at student data to make instructional decisions.

One example of TLC helping to make teaching a team sport and public act was that one of our 5th grade PLCs, which consisted of Model Teachers, videotaped their PLC to share with the District administrators and program directors. This video provided administrators the opportunity to learn together and have calibrating discussions about what high functioning PLCs should look like. The vulnerability shown by these Model Teachers helped create common understandings among administrators and help each building principal determine how they could move their PLCs forward.

Additionally, TLC has helped our District get to the heart of our educational plan of meeting the needs of all students by focusing on PLCs. TLC has allowed us the opportunity to build the capacity within our Teacher Leaders PK-12 throughout Year 1 as we've been able to pull them together for systemic learning, ensuring a tight message in each of our eight buildings. We have heard multiple comments throughout this year that the District message is clearer and consistent with Teacher Leaders from all buildings receiving training together throughout the year and sharing our One Voice with our colleagues.

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## Impact of TLC Plan - 2015-2016

**Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.